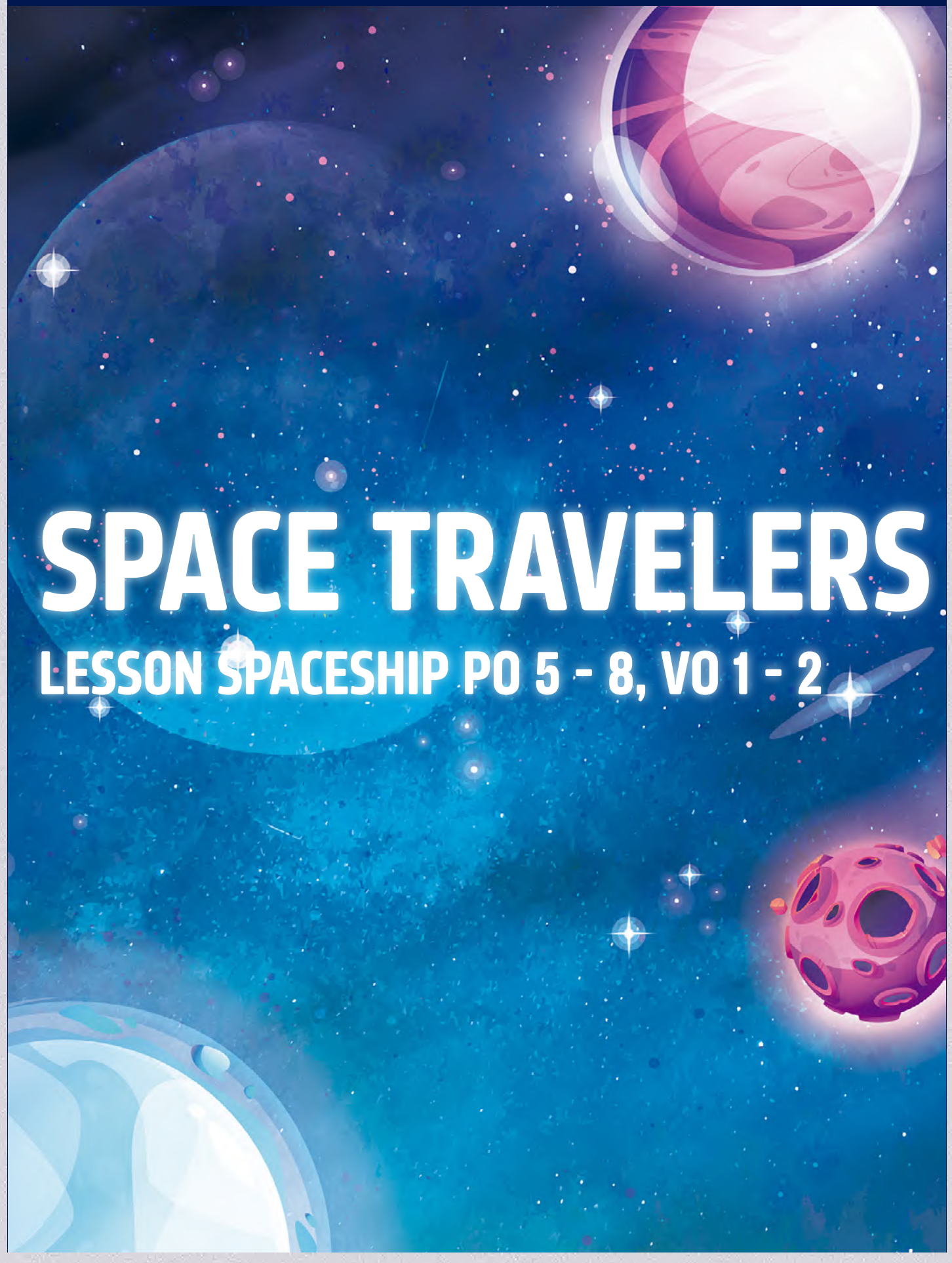
GLOW



SPACE TRAVELERS

LESSON SPACESHIP PO 5 - 8, VO 1 - 2

CultuurStation

Lesson Plan for Teachers: Primary Education Group 1 - 4

GLOW 2024

Introduction: Each year, Cultuurstation supports the organization of GLOW with a special project for schools: GLOW - Next Generation. During the GLOW light festival, light art installations by artists and designers from various countries are showcased. Every year, GLOW adopts a new theme, making the festival a unique “exhibition” each time.

This year, the theme of GLOW Eindhoven is “The Stream.” This theme represents the flow of light, ideas, and stories that move through the city. It emphasizes how everything and everyone is connected, like a river that flows through the city and connects everything. During GLOW, you can see various light artworks that illustrate how this flow brings us all together. “The Stream” symbolizes the movement and energy of people and other beings and highlights our natural power to move and evolve. This theme is not only about water or electricity but also has a cosmic significance. Currents in space and on Earth show how we are connected to each other and to the universe.

The theme of the children’s project “Space Travelers” challenges students to think about planets, our own planet, and the different forms and beings that move through our universe.

Want to know more about Glow 2024?

GLOW 2023 Ik zie ik zie-hugo vrijdag

SPACE TRAVELERS

All primary schools and the first two years of secondary education are invited to participate in GLOW. The lessons begin with a story about a group of students who call themselves “The Space Travelers.” They embark on a journey through space, searching for the most beautiful planet. Along the way, they encounter aliens and spaceships and see various planets.

Then they see Earth and discover how beautiful and fragile it actually is, much like how astronauts describe the “overview effect” after a journey through space. This effect is an experience that astronauts have when they see Earth from space and realize how fragile and interconnected everything on our planet is. This perspective helps students understand the importance of the environment, international cooperation, and protecting the Earth.

The story describes what every visitor will experience during GLOW at the final artwork in the Rabobank, where everyone becomes a space traveler.

Description of the Project

Students will create a detailed ballpoint pen drawing of a spaceship, using various shading techniques to create texture and depth. As many of these illustrations as possible will be projected during GLOW in the Rabobank.

Lesson duration: Approximately 70 minutes. You can also divide the lesson into two parts or allow students to complete the illustrations independently.

Teaching method: Classroom instruction and work in class.

Subject area: Visual Arts

Materials for the Lesson:
- White A4 drawing paper or copy paper (for sketching and experimenting with shading techniques)
- White A4 drawing paper, preferably thicker (220 grams)
- Drawing pencil and eraser
- Blue ballpoint pen

Lesson Organization

Present the PowerPoint to the whole class and show it on the digital board. The PowerPoint contains reflective questions that you can use to guide the lesson. Use your own knowledge of the group to determine whether certain parts need extra or less attention.

Introduction to the Assignment: Start with enthusiasm and explain why the students have been invited to participate in GLOW again this year. Make sure they understand how special it is that their work will be part of a major event.

Lesson Structure from Process-Oriented Didactics

1. Orientation

Goal: To get the students excited about the project and introduce the theme.
Action: Start the lesson by telling the students that they have been invited to participate in GLOW 2024. Briefly discuss what GLOW is and what the theme “The Stream” entails. Ask the students if they already know something about GLOW and space travel. This helps to determine the starting point of the students.

2. Information

Goal: To introduce students to the theme and the technique they will be using.
Action: Show the PowerPoint specially made for this lesson. It shows artworks and art forms that serve as inspiration. Discuss with the students what they see and ask reflective questions. There are no wrong answers; the goal is to get the students to think about what they see.

3. Instruction

Goal: To explain shading techniques and how they can be used to create depth and texture in their drawings.
Action: Use the PowerPoint to explain what shading is and how it works. Have the students try out different shading methods on their sketch paper. This is a moment to experiment and discover what works best.

4. Creation: Get to Work!

Goal: Students apply the learned techniques by creating a detailed drawing of a spaceship.
Action: Have the students sketch different spaceships. They choose one to work out in detail on A4 size with a ball-point pen, indicating depth and shadow using the shading techniques.

5. Reflection

Goal: To reflect on the process and the final result.
Action: Discuss the drawings afterward. Ask reflective questions such as:

- How did the drawing with the ballpoint pen go?
- Which shading technique worked best for you and why?
- What are you most proud of in your drawing?

6. Presentation

Goal: To be proud of the final result and inspire others with the beautiful works.
Action: Organize a space travel exhibition within the school. See the tips on page 6.

Processing the Lesson: Submitting the Artworks

When the lesson is completed and the final result is evaluated, scan the artworks individually as JPEG or PNG files. Upload the works to **https://gloweindhoven.nl/ruimtereizigers-upload**

Tips for Submission:

- Read the attachment for making a good scan. Unfortunately, poorly scanned work cannot be used for the art work.
- Scan the drawings one by one, not with multiple drawings in one file.
- Take a scan of each drawing separately in good daylight, ensuring the entire paper is visible in the photo without reflection.

Since not all students will visit GLOW to see the large artwork and not all artworks will be featured in the Rabobank building, you can add more meaning to the project by creating a large exhibition in your own class or (even better) with all participating groups at school.

A few tips for presenting the work in the school:

After taking a photo of each artwork and uploading it to the GLOW website, students can:

- Create a background for their alien or spaceship with other materials, such as colored pencils, making it appear to float through space.
- Work as a class to create one large background with a black cloth or sheets of black paper representing space. Cut out the alien or spaceship. Create a composition together on the background so it looks like they are all flying through space together.
- Cut out the alien or spaceship and hang it on a string. In the exhibition space, stretch a long cord to which you attach all the aliens and spaceships. If you use shorter and longer strings, you create a nice difference in height, making the artworks appear to float.

Make the exhibition complete by:

- Creating or playing atmospheric “space music” for extra ambiance at the exhibition.
- Providing context for the exhibition by:
  - Printing and hanging the story from the lesson or reenacting it.
  - Researching and displaying facts and trivia about space and the overview effect.
  - Having students write why they believe we should take good care of our Earth and displaying that among the artworks.
  - Having students write how they think we can ensure that people in the future can still enjoy our beautiful planet.

The PowerPoint: The PowerPoint is structured based on process-oriented didactics and aligns with the development of cultural abilities, as described in the Cultural Drawer. This structure helps students engage with their creativity in a structured way.

This lesson plan helps you guide your students through a creative process that is not only about creating a beautiful final product but also about discovering and developing their visual and cultural abilities. The project offers a valuable opportunity for students to showcase their work during GLOW, an event that celebrates art and technology.

Cultural Drawer and Subject-Specific Model for Visual Arts Education

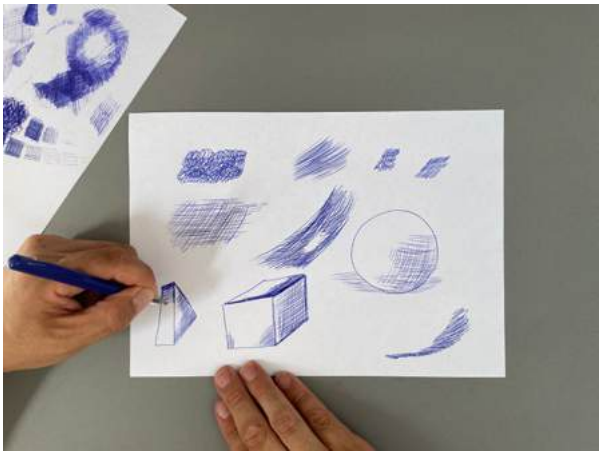
Cultural Drawer: This is a model that helps develop students' cultural abilities. It enables them to engage with culture in a conscious way, both receptively (receiving and experiencing) and creatively (creating and expressing). The four abilities are receptive, creative, reflective, and analytical.

Subject-Specific Model for Visual Arts Education: This model focuses on teaching skills in visual arts. It emphasizes process-oriented didactics, where not only the final product is important, but especially the process that the student goes through. This includes orientation, information, instruction, creation, and reflection.

Would you like extra help formulating reflective questions? Click on the following link, where the cultural abilities are detailed as a handout, and questions are formulated that you can ask when reflecting on artistic work.

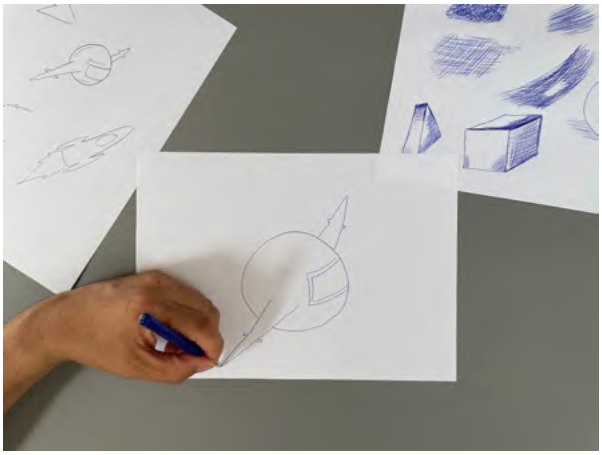
SPACESHIP

Materials for the lesson: White A4 drawing paper or copy paper, drawing pencil + eraser, and a blue ball-point pen.

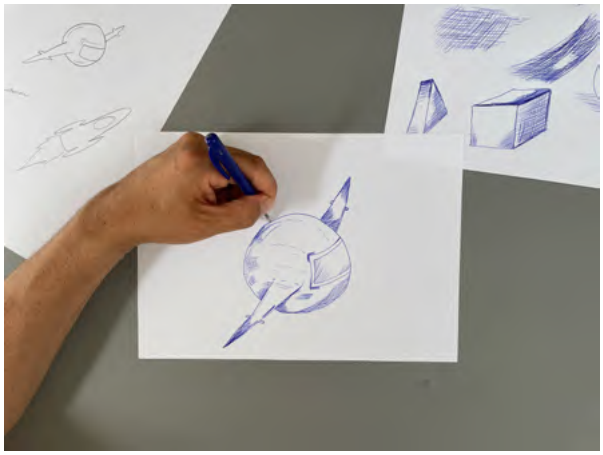


Have the students try out different methods of shading on their sketch paper. This is a moment to experiment and discover what works best.

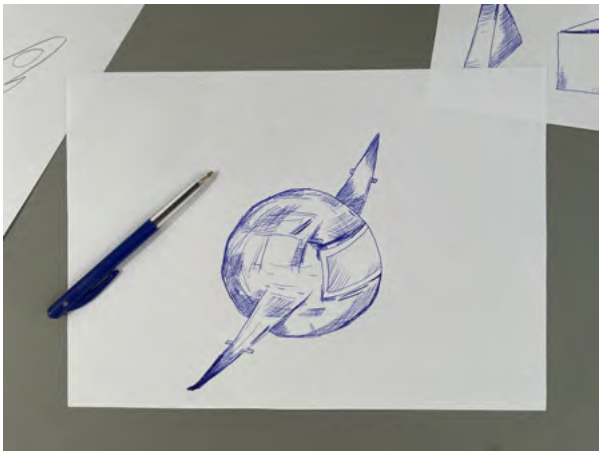
Have the students sketch different spaceships.



The students choose one spaceship to work out in detail on A4 size. They first draw the shape with a pencil line or directly with a pen.



The students add depth and shadow using shading techniques. The students draw only the spaceship and no background. With a background, the work is not usable.



By shading some parts more strongly than others, the spaceship gains more contrast. Tip: have the student write their name on the back.

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Uploading the work:

There are different ways to scan the work. Below are some options:

Scanning on your Android or tablet:

1. Open the Google Drive app.
2. Tap the camera button at the bottom right.
3. Aim your device's camera at a document.
   - A blue outline will highlight the document and indicate where the photo will be cropped.
4. Take a photo of the document you want to scan.
   - Optional: You can toggle between Manual and Automatic capture.
5. Adjust the scanned document.
   - Adjust the scan area: Tap Crop and rotate. Please submit all work in portrait orientation.
   - Adjust the colors: Tap Filter.
   - Remove blemishes, fingers, etc.: Tap Cleanup.
   - Retake the photo: Tap Retake.
   - Delete a page: Tap Delete.
6. Tap Done.
7. Create your own file name, for example, the class name followed by the student's name.
8. If you want to save the scanned document in a specific format, select jpg.
   - Optional: Tap Location to choose the Drive folder where you want to save the document.
9. Tap Save to save the document.

Scanning on your iPhone or iPad:

1. Open Notes and create a new note.
2. Tap the camera button, then tap Scan Documents.
3. Position your document in view of the camera.
4. If the device is in automatic mode, the document will be scanned automatically. If you need to perform a scan manually, tap the shutter button or one of the volume buttons. Then drag the corners to adjust the scan to fit the page and tap Keep Scan.
5. Tap Save.
6. Go to: https://pdftoimage.com/nl/ and convert the PDF images to jpg.

Scanning with a Copier:

1. Select Scan and Send from the menu.
2. Choose JPEG as the file format.
3. Choose Full color under Color.
4. Set the resolution to 600 x 600 dpi or higher.
5. Press OK.
6. Scan all drawings individually, not as a batch!

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Information on Process-Oriented Didactics

In process-oriented didactics, children have control over their own development. The task of adults is to create an environment that allows this development to occur. Not an environment where it is predetermined what and how to learn, but one where openness and freedom prevail, allowing for self-discovery based on individual abilities.

This lesson employs process-oriented didactics to foster artistic creativity in students. Self-discovery, experimentation, and trial and error are key components. The focus is not on the end product but on the process. For many teachers, process-oriented didactics are not a given; their role shifts from leader to facilitator.

We help teachers structure learning processes so that children have the opportunity to develop and strengthen their creativity, innovative capacity, and entrepreneurship. Teachers themselves can learn and experience how to stimulate creativity: by providing engaging examples, showing possibilities, and asking challenging questions that encourage thinking.

We work through the four stages of a creative process: wonder - research - create - present. We have linked four key questions for a creative design, which essentially describe process-oriented didactics.
The phases of process-oriented work are integrated into this lesson series and align with the way of working from the Cultural Drawer learning lines.

The structure of process-oriented didactics is as follows:

1. Orientation / wonder
2. Research
3. Execution
4. Evaluation

If you are curious about the method from the Cultural Drawer, click on the active link.

https://www.cultuurstation.nl/kenniscentrum/kennis-delen/culturele-ladekast/

Visual education aims to make students 'visual literate.' The goal is for them to understand visual communication and also learn to use it. Students should become aware of the role they themselves (can) play, so they become well-informed, active, and creative participants in our ever-changing, but always visually rich culture.

The starting point for this learning line is that students become familiar with their own and others' visual actions. In this way, dealing with images and visual language becomes a part of themselves, giving them the ability to give meaning to the world around them. It is not only about developing visual understanding, learning to think about and in images, but also about developing their own visual ability.

The cultural abilities are discovered in the structure of the lesson. The questions and assignments formulated in the PowerPoint provide guidance for developing cultural abilities. All abilities are integrated into the assignment.

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A brief explanation of each ability:

Receptive Ability In receptive ability, the student learns to open up to cultural expressions. The focus is on “perceiving” and “experiencing”: feeling, listening, watching, experiencing, remembering, recognizing, moving, and discovering. The emphasis is on self-perception.

Creative Ability In creative ability, the student thinks, creates, and produces creatively. The emphasis is on “making/shaping” and on self-imagery.

Reflective Ability In reflective ability, the student learns to analyze, interpret, and appreciate cultural expressions of themselves and others. It involves giving meaning, naming, telling, formulating, classifying, and judging. The student is encouraged to think about their choices, the expressiveness of a work, or the materials and techniques used. Reflection is both on the product and the working process. The emphasis is on self-conceptualization.

Analytical Ability In analytical ability, the student learns to search for, absorb, and apply information about cultural expressions in their own work. Connections can be made with other subjects, other events, etc. It involves dissecting, explaining, evaluating, interpreting, understanding, and researching. The student can better identify their own position and thus gain more self-knowledge. The emphasis is on “knowing” and self-analysis.

CultuurStation ATELIER VRIJDAG atelier MCFW